DOCUMENT RESUME

ED 334 733 EC 300 468

AUTHOR Cooper, Carolyn S.; And Others
TITLE Guidelines for Making a Video Presentation on Early Development.
PUB DATE 90
NOTE 14p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Child Development; Developmental Stages; *Disabilities; Early Childhood Education; Parent Education; Production Techniques; Staff Development; Training; Video Equipment; *Videotape Recordings

ABSTRACT

This paper discusses the production of videotape recordings illustrating developmental milestones of early childhood to serve as a reference point in working with parents or staff caring for young children who have disabilities. Procedures for making a video presentation include the following steps: select a topic (such as motor development, self-help skill development, play skill development, or early language/communication development); research the developmental area and develop an outline; select and schedule the children for the video; establish a shooting plan; and consider technical aspects such as sound, lights, composition, editing, audio dubbing, graphics, and tape copying. The paper includes two references on video production, a list of four developmental checklists, and a list of nine books on development of children with disabilities. (JDD)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED334733

# Guidelines for Making a Video Presentation on Early Development

Carolyn S. Cooper
Victoria A. Stephans
Kathy L. White
John C. Looby

Eastern Illinois University

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Carolyn Cooper
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FC 300 448

Running head: GUIDELINES FOR MAKING A VIDEO

## Abstract

This paper presents guidelines for making a video production on early development. Information is given concerning (a) selecting a topic, (b) developing an outline, (c) selecting and scheduling children for the video, and (d) technical aspects of videotaping (i.e., shooting plan, sound, lights, composition, editing, audio dubbing, graphics and tape copying).

Professionals in the field of early childhood special education are often asked to provide information concerning developmental milestones to serve as a reference point in working with young children who have disabilities. They may need this information in talking with parents, training staff, or training prospective teachers. Developing a video can be an excellent way in which to illustrate early developmental milestones. Listed below are the steps to follow in making a video presentation. The suggestions given below relate to a video on developmental milestones. However, the information may also be applicable to developing videos on other topics.

I. Select a Topic

First select a developmental area. Depending upon your purpose, this may be an area in which you have had a request for information and/or one in which you are specifically interested. Next, decide on specific subtopics within the developmental area you have chosen. Consider the feasibility of illustrating the developmental skills on a video tape. Certain areas are easier to illustrate through a video. For example, motor skills are easier to film than social-emotional developmental milestones because one can usually get children to display motor skills more readily. Listed below are examples of developmental areas and subtopics within the area that can easily be depicted on a video.

A. Motor Development

1. Early Motor Development

a. Primitive Reflexes

1. Sucking
2. Rooting
3. Moro
4. Traction
5. Plantar grasp
6. Palmar grasp
7. Galant
8. Asymmetric tonic neck
9. Symmetric tonic neck
10. Babinski
11. Walking
12. Placing

b. Righting Reactions
c. Equilibrium Reactions

2. Gross Motor Development

a. Rolling
b. Sitting

c. Crawling
d. Kneeling
e. Standing
f. Walking
g. Running
h. Climbing
i. Jumping
j. Hopping
k. Skipping
l. Kicking
m. Throwing
n. Catching

3. Fine Motor Skills

a. Grasping
b. Releasing
c. Manipulative kills

1. Stacking blocks
2. Stringing beads
3. Putting puzzles together

d. Cutting
e. Prewriting

B. Self-Help Skill Development

1. Feeding
2. Dressing
3. Grooming

C. Play Skill Development

1. Independent Toy Play

a. Basic Manipulation
b. Functional Use
c. Pretend Play

2. Social Play

a. Unoccupied Behavior
b. Onlooker Behavior
c. Solitary Play
d. Parallel Play
e. Associative Play
f. Cooperative Play

D. Early Language/Communication Development

1. Language Form

a. Phonology

b. Morphology
c. Syntax

2. Language Content

a. Early Vocabulary Development
b. Semantic Relations

3. Language Use

a. Speech Acts
b. Conversational Rules

II. Research the Developmental Area/Develop Outline

Having selected the developmental area and subtopic, the next step is to gather information concerning the sequence of skills you are planning to show on video. It is advisable to consult at least three references during this step in the process. References may take the form of developmental charts, developmental checklists, books on child development, or information from experts in the developmental area (e.g., physical therapist - motor development).

Following are examples of resources that might be helpful.

Developmental Charts/Checklists

Brigance, Albert H. (1978). Brigance Inventory of Early Development. Woburn, MA: Curriculum Associates Inc.

Furuno, S., O'Reilly, K. A., Hosaka, C. M., Inatsuka, T. T., Allman, T. L., & Zeisloft, B. (1979). The Hawaii Early Learning Profile. Palo Alto, CA: VORT.

Shearer et al. (1976). The Portage Guide to Early Education: Instructions and Checklist. Portage, WI: Cooperative Educational Service Agency.

Stanford, A. R. & Zelman, J. G. (1981). Learning Accomplishment Profile: A Guide for Individualized Educational Programs. Chapel Hill, NC: Chapel Hill Training Outreach Project.

Books

Bailey, D. B., & Wolery, M. (1984). Teaching infants and preschoolers with handicaps. Columbus, OH: C. E. Merrill Publishing Co.

Bricker, D. (1990) Early intervention for at-risk and handicapped infants, toddlers and preschool children. Palo Alto, CA: VORT Corporation.

Copeland, M. E., & Kimmel, J. R. (1989). Evaluation and management of infants and young children with developmental disabilities. Baltimore: Paul H. Brookes Publishing Co.

Hanson, M. J. (1984). Atypical infant development. Baltimore: University Park Press.

Klein, M. D. (1987). Pre-scissor skills: Skill starters for motor development. Tucson: Communication Skill Builders Inc.

Klein, M. S. (1987). Pre-writing skills: Skill starters for motor development. Tucson: Communication Skill Builders Inc.

Snell, M. (Ed.) (1983). Systematic instruction of the moderately and severely handicapped, (2nd. Ed.). Columbus: Charles E. Merrill.

Stone, L. J., & Church, J. (1984). Childhood and adolescence: A psychology of the growing person. NY: Random House.

Thurman, S. K., & Widerstrom, A. H. (1990). Infants and young children with special needs: A developmental and ecological approach, (2nd. Ed.). Baltimore: Paul Brookes Publishing Co.

After you have researched your developmental area, construct a detailed outline of the sequence of skills. From this outline, select the skills you feel are the key milestones to illustrate on your video.

III. Select and Schedule the Children for Your Video

Selecting the children. Before you begin choosing the children, consider how many children you will need and what age increments are needed to illustrate the developmental sequence of the skills you have selected. For example, if you are going to show a skill sequence of children birth through 12 months (e.g., early motor development) you will need to select children at a minimum of 3 month age intervals. Thus, you would need to find one child at each of the following ages: birth-1 month, 3-4 months, 6-7 months, 9-10 months, and 12-13 months. If, on the other hand, you are illustrating social play skills, you will want children at wider age intervals, but more of them. Therefore, you will need several two, three, four, and five year olds. Children for your video can be found through a

variety of sources such as personal friends, relatives, preschools, and day care centers.

Scheduling the children. When planning your taping, choose an atmosphere and setting that is comfortable for the child. A familiar setting such as the child's home or preschool is most appropriate.

In scheduling a time to videotape, consider the most convenient times for the child and caregivers/staff. It is best to avoid nap times, meal times, and days that deviate from the normal routine. Ask the caregiver to choose a time which will be convenient for both her/him and the child. It will be a better experience for everyone involved, including the child, caregiver, and video producer, if the child is feeling well and is rested. If certain items, such as toys, are needed during the taping session, and you intend to ask the caregiver to provide them, make this request at the time the appointment is made.

## IV. Considerations for Videotaping

Establish a shooting plan. Before starting, it is wise to establish a shooting plan. Decide on the shots you want to videotape and the sequence in which you would like them to be in the finished product. Consider if you would like to add additional music, sound or dialogue. As you create this plan, write it down, possibly in outline form because it will be important in the editing process. It is important to plan to tape each skill for at least two minutes to have an adequate amount of tape for the editing process.

Before going to the appointed site for taping, two blank video tapes should be "blackened." This means that black video is recorded from the beginning to the end of the tape. You can use your camcorder to blacken a tape by leaving the cap on the lens, turning off the microphone. It is best to start in black and fade to black at each segment. This process eliminates the possibility of editing "snow" into the finished product.

Consider technical aspects. Following are technical considerations to keep in mind while filming (Caruso & Arthur, 1989).

### A. Sound

Distortion is the prime cause of bad sound. Keep the volume as low as possible while recording to cut down on distortion. For this reason, it is important to stay as close as possible to the subject(s). Also, avoid environments with intense background noise.

B. Lights

Check the source of lighting such as windows, room lights. Use one type of light if possible; natural, or man made. If using natural light, daylight is the best type of light. Place the camera so it does not point towards windows, lights, sun or any source of bright reflected light. Many people use portable lights when the available light is not adequate.

C. Composition

Keep each scene simple and be aware of clutter in the background. To position your subjects correctly, mentally divide the frame into thirds, both vertically and horizontally. Position the subject where two of the lines cross. Be aware and use naturally occurring lines in each frame. The best starting point for lines is on the left because our eyes are trained to read from left to right.

D. Editing

Editing is used to insert or replace video scenes. The equipment required is an editing camcorder and VCR or a professional editing system. Follow instructions with the equipment. To edit without the proper equipment creates a poor finished product (See Figure 1 for an example) (Panasonic Industrial Company, 1990).

E. Audio Dubbing

A new soundtrack may be substituted onto a tape recorded in S.P. mode. The sound may be a tape recorder or microphone (See Figure 2 for an example) (Panasonic Industrial Company, 1990).

F. Graphics

Graphics are an important part of your production and add polish. At the very least you should consider including a title, an end card, and production credits. Graphics can also be added at any point where they will help explain the action. You can do this by making your own art cards, shooting them directly with a camcorder, and editing them into the appropriate place.

If you live near a college or university, you might check to see if they have an audio-visual department and if they allow their equipment to be used. In any case, they might be able to give you other helpful pointers in both the filming and editing process.

G. Tape Copying

Quality is less on each copied tape--if possible copy from the master tape and break the tab on the master tape to help prevent accidental erasers (See Figure 3) (Panasonic Industrial Company, 1990).

## References for Video Production

Caruso, J., & Arthur, M. (1989). ABC's of editing. Video, 13(7). 55-57, 126-127.

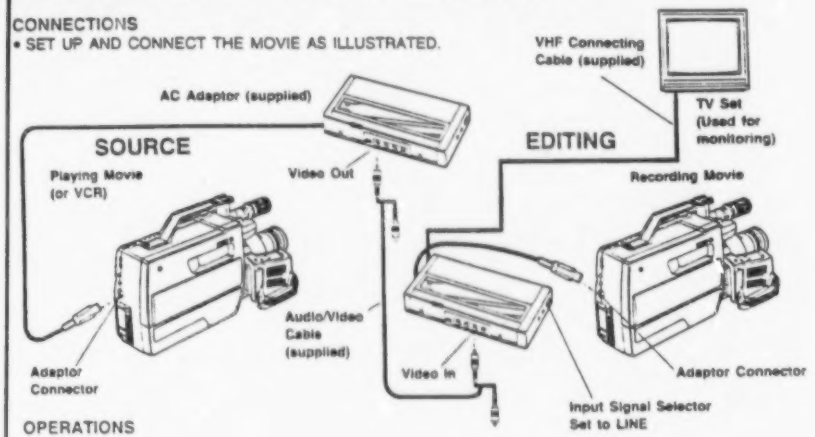
Panasonic Industrial Company. (1990). Operating instructions, S-VHR Reporter. Secaucus, NJ.

Figure 1

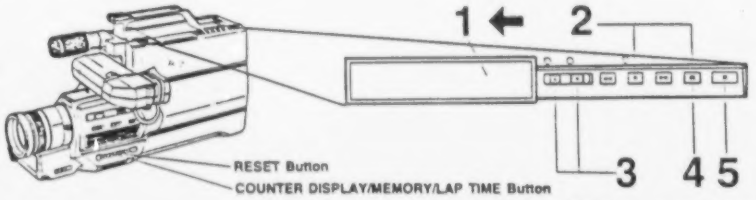
# VIDEO DUBBING

With your Movie you can edit your video tapes by replacing existing video segments of the tape with a new video segment (original audio segment is intact). Use two Movies or your Movie with another VCR for playing, as described below. Only a SP recorded tape can be used in the playing Movie.

CONNECTIONS
• SET UP AND CONNECT THE MOVIE AS ILLUSTRATED.




OPERATIONS
Recording Movie




(Be sure to connect the AC Power Plug of the AC Adaptor to an AC Outlet.)

| PREPARATION | 1 | 2 |
|---|---|---|
| • Press Power ON in both, the AC Adaptors and the Movies.<br>• Source: Insert cassette to play.<br>• Editing: Insert cassette with tab to be recorded.<br>• Turn TV ON, select CH3 or 4.<br>• Set the AC Adaptor's Input Signal Selector for Recording Movie to LINE.<br>• Prepare the second (playing) Movie or VCR as video source. | **Slide the VCR/CAMERA Selector Door to VCR position on both Movies.**<br><br>Be sure the door clicks into the fully open position. | **Press PLAY Button.**<br><br>Review tape on TV. **Then press PAUSE/STILL Button.** Do this to locate the beginning of desired section of both tapes.<br><br>To set Memory-Stop Editing, see step 5.<br>Note: If the Time Counter is set to "M" and "0000" at the beginning of section to be edited, Video Dub will not function. |

THE DUB BUTTON EDITS YOUR ORIGINAL TAPE WITH A NEW VIDEO SCENE

**Program Segment to be Dubbed**

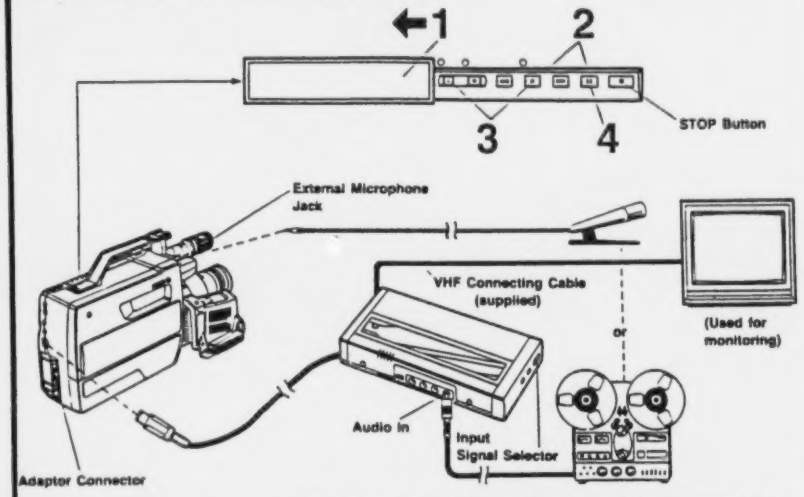
**New Dubbed Program Segment**

| FOR EDITING | TO BEGIN EDITING | TO END EDITING |
|---|---|---|
| **3** **Press DUB Button together with REC Button, only on Editing Movie.**<br><br>This sets the VIDEO DUB Pause mode. | **4** **Release PAUSE Buttons on both Movies simultaneously.**<br>• Try this technique beforehand to match the timing easily.<br>Should you want to use a camera (live) scene as the video source to be dubbed, do the following:<br>Prepare one Movie for editing.<br>■ Slide the VCR/CAMERA Selector Door to CAMERA position then press the RECORD/PAUSE Button to begin editing. | **5** **Press STOP Button to stop Video Dubbing.**<br><br>MEMO STOP EDITING:<br>Use the UNTER DISPLAY/ MEMO AP TIME Button to automatically stop EDITING with the following preparations.<br><br>(a) In STEP 2 on the EDITING tape, locate the end of portion to be edited, then set "M" and reset tape counter to 0000.<br>(b) Rewind to the editing start point, and continue STEP 2. |

Figure 2

# AUDIO DUBBING

Your own soundtrack may be substituted onto a tape which is recorded in SP mode using either a microphone, tape recorder, or your own component audio system.




(Be sure to connect the AC Power Plug of the AC Adaptor to an AC Outlet.)

**PREPARATION**
- Turn on the Movie and AC Adaptor.
- Source: Connect the Microphone or external audio source.
  Editing: Insert cassette with tab.
- Turn TV ON, select CH 3 or 4.
- Set the Input Signal Selector to the desired position.
  The recorded sound will be:
  CAMERA: The sound from the microphone.
  LINE: The sound from the Audio Input Connector on the AC Adaptor.

**1** **Slide the VCR/CAMERA Selector Door to VCR position.**
Control automatically passes to stop mode.
Be sure the door clicks into the fully open position.

NOTE: A rolling white pattern may appear if you have made a COUNTER DISPLAY/MEMORY/LAP TIME Button selection without a video input to the unit. (See page 24.)

**2** **Press PLAY Button.**
Review tape on TV.

**Press PAUSE/STILL Button**
at the beginning of section to be edited.

**3** **Press DUB Button together with PLAY Button** to put the VCR in the AUDIO DUB pause mode. The audio source that you supply may be heard through the TV (if connected).

**4** **Press PAUSE/STILL Button**
to start Audio Dubbing.

■ Press STOP Button to stop Audio Dubbing.

NOTE: When a microphone is used for dubbing, do not place it near the speaker of your TV while dubbing is being done. A howling noise (feedback) may occur.



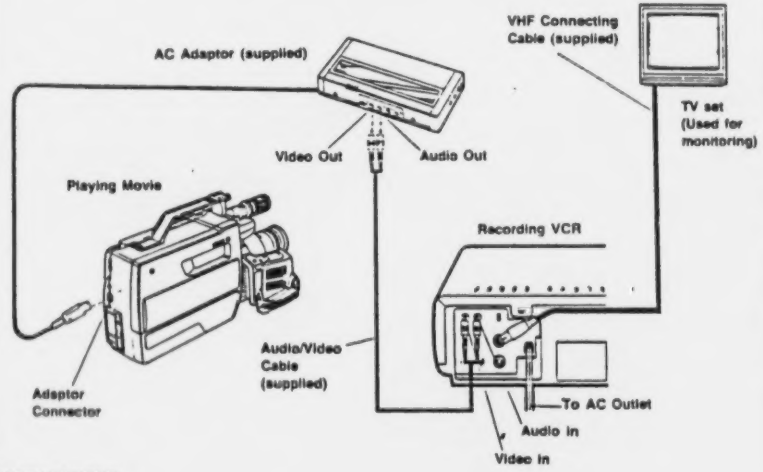
Figure 3

# RE-RECORDING (VIDEO/AUDIO DUBBING)

It is simple to duplicate tapes using your Movie.

CAUTION: Unauthorized exchanging and/or copying of copyrighted recordings may be copyright infringement.

CONNECTION — SET UP AND CONNECT YOUR MOVIE FOR PLAYBACK AS ILLUSTRATED.
When you use your Movie for recording, refer to page 19 for connection.




**PREPARATIONS**
- Connect the AC Power Plugs of the AC Adaptor and the recording VCR to an AC Outlet.
- Turn ON the playing Movie and the recording VCR.
- Slide the VCR/CAMERA Selector Door to "VCR" on the playing Movie.

**OPERATION**

1. Set up your Movie for playback.
2. Set up the other VCR for recording.
3. Press the PLAY Button on the playing Movie.
4. Press the RECORD Button and the PLAY Button together on the recording VCR.

- Be sure steps 3 and 4 are done simultaneously to avoid missing any of the recording.

**TO MONITOR THE RE-RECORDING PROCESS ON YOUR TV**
- Turn TV ON and select its VCR channel (either CH3 or CH4).
- Set the VCR/TV SELECTOR on the recording VCR to "VCR".